

LOUISIANA QUEST: QUALITY EDUCATION FOR STUDENTS AND TEACHERS

*Reaching New Heights to
Collaborate, Recruit, Prepare, and Retain High Quality Teachers
to Produce Higher Achieving Students*

**A Proposal from the State of Louisiana
to the United States Department of Education,
Teacher Quality Enhancement Grants Program,
Title II, Higher Education Act**

June 2000

TABLE OF CONTENTS

ABSTRACT

SECTION 1: NARRATIVE

I.	Vision	1
II.	Background	1
III.	Project Design	13
	Objectives	13
	Implementation Strategies	25
IV.	Significance	25
	Use of Collaborative Partnerships	25
	Measurable Standards for Increased Academic Achievement	26
	Institutionalization of Project	26
	Replicability of Project	28
V.	Resources	29
	Resource Commitments	29
	Reasonableness of Budget	31
VI.	Management Plan	32
	Management of Project	32
	Adequacy of Procedures to Provide Feedback	38
	Qualifications of Key Personnel	39
VII.	Statutory Provision/Competitive Preference	41
	Reform of State Teacher Licensure and Certification	41
	Teacher Preparation Accountability	43
VIII.	Popular Support for Reform	44

SECTION 2: BUDGET

Sections A and B

Section C

Budget Narrative Budget Narrative 1

SECTION 3: APPENDICES

Work Plan Work Plan 1

Evaluation Plan Evaluation Plan 1

Job Descriptions of Key Personnel Job Description 1

Letters of Support

Empowerment Zones and Enterprise Communities

SECTION 4: EXHIBITS

Blue Ribbon Commission on Teacher Quality Recommendations and Actions

June 7, 2000 Editorial from New Orleans *Times-Picayune*

ABSTRACT

The goal of this proposal is to improve the achievement of K-12 students in Louisiana by improving the preparation, and hence the quality, of their teachers. A Blue Ribbon Commission on Teacher Quality has initiated major reforms in state teacher licensure and in requirements for regular and alternate certification. These reforms will result in the redesign of all teacher preparation programs. The redrawn curricula of the revised programs will prepare teachers to be highly competent in academic content areas as well as knowledgeable about appropriate instructional and classroom management techniques. A Teacher Preparation Accountability System, measuring preparation levels before and after teachers enter the profession, will institutionalize the incentive for high standards among university teacher education programs throughout the state.

To recruit, develop, and support beginning and newly certified teachers in this redesigned system, a three-part strategy will be followed. First, a highly coordinated environment will be created to enable university faculty and district personnel to work together at identifying and addressing specific teacher quality issues. Second, an innovative use of recent technologies, combined with other approaches, will match teachers with appropriate positions in Louisiana, thereby recruiting beginning teachers more effectively while making more productive use of existing certified teachers within the system. Finally, supportive school environments will be created in which principals will be trained to be educational leaders and opportunities will be provided for professional development. With the support of this grant, the implementation of these reforms and strategies will have a markedly positive effect on student achievement in Louisiana's K-12 system.

SECTION ONE: NARRATIVE

I. VISION

The vision of this proposal is simple and clear: we want to see student achievement in Louisiana improve as a result of a thoroughgoing and permanent reformulation of how teachers are educated, prepared, and supported. To make this happen, we see well-advised and tightly-coordinated state agencies nurturing, by means of selective subgrants, a groundswell of specific reforms proposed by university/school partnerships – and we see the consequently redesigned teacher preparation programs undergoing annual public evaluation and being held strictly accountable for positive, measurable results. This vision is crucial to the success of a large reform movement already underway: the state of Louisiana is currently engaged in major initiatives, many of them federally-funded, to help improve teacher quality so that students can learn more and learn better. That is, we cannot see the foundational and highly participatory reforms recommended by the Blue Ribbon Commission on Teacher Quality flourishing unless the innovations specified in this proposal are allowed to take root.

II. BACKGROUND

Louisiana's present application for assistance in teacher education reform must be understood in the context of state-wide problems and initiatives attempting to solve them. General statistics have painted a distressingly familiar picture: data collected in fall, 1999 indicated that 1,078 of Louisiana's 1,188 elementary schools were performing below the national average, and the National Assessment of Educational Progress (NAEP) ranked Louisiana students' performances thirty-sixth among the thirty-nine states assessed.

A. RELEVANT PROBLEMS

Louisiana's problems with teacher recruitment, preparation and retention and their effect on student achievement are disturbing. First, there is a significant shortage of certified teachers, especially in critical subject areas, and universities are not producing enough graduates to fill the gaps. Graduates who do apply for certification are not required to have a major or minor in the subject they wish to teach; they can have as few as three credits and still certify. As a result, an unacceptable number of new graduates of certification programs cannot then pass the PRAXIS exam; they lack classroom management skills; they lack experience in handling special learners; and they learn in environments which ironically lack the technological resources they will use later on the job. In addressing these problems, universities and school partnerships have yet to optimize collaboration as an effective force for change. Outside the current system, aspiring teachers who wish to certify face significant impediments. With this discouraging and dwindling pool of candidates, school districts in Louisiana then have to confront the problem of recruiting and retaining them. About a third of teachers who certify in Louisiana do not accept positions in Louisiana's public schools; of those who do, many leave after two years. Those who persist in the system experience insufficient support and have little incentive to develop themselves professionally: the total time they have for such development is five days, but participation even in this nominal degree is not even required to retain a license. Already ranking lowest in the South in the number of teachers with advanced degrees, Louisiana is experiencing further decline in this area. Evidence for these characterizations can be found below.

Problems in Teacher Recruitment. A serious shortage of certified teachers exists across the state. The number of teachers newly certified has decreased substantially over the past twenty-five years, from 6,433 in 1974-75 to only 2,590 in 1997-98. During this same time span, teacher

retirements have more than doubled, from 1,121 retirees in 1974-75 to 2,311 in 1997-98. In general, out of a total of 54,782 teachers in the state in 1998-99, 7,162 (13.1%) lacked certification in the area(s) of their teaching.

The shortage of certified teachers in critical areas is particularly acute. In 1998, for example, 354 math teachers in Louisiana were not certified to teach mathematics, but only twenty-eight new graduates had certified in mathematics the previous year. Similarly, only twenty-seven new graduates certified in science in 1997-98, but that figure was far behind the 318 science teachers who were teaching but not certified in science. The disparity in special education was even greater: with 1,755 special education teachers not certified in that area, the number of new graduates who were certified was sixty-seven. If nothing is done about continuing disparities, teacher preparation programs will not replace uncertified with certified teachers in shortage areas even within the next decade. Student achievement will continue to suffer.

One potential solution to this shortage may come from state-approved alternate certification programs, but candidates in those programs with bachelor's degrees must complete forty-six (46) or more hours of undergraduate courses beyond their baccalaureate to become certified to teach in state elementary schools. (The requirement for secondary education alternate certification is less severe.) This requirement deters potentially qualified teachers, thereby segregating students from their expertise.

Problems in Teacher Preparation. Louisiana's current regular certification structure requires teachers to complete a specific series of courses approved by the Board of Elementary and Secondary Education. Teachers may then be certified to teach grades 1-8 or 7-12. (They may add kindergarten certification as well.) High school teachers are not required to have baccalaureate majors or minors in

the areas they teach. Teachers must graduate from a state-approved teacher preparation program¹ and obtain a passing score on PRAXIS examinations to be awarded a temporary (“Type C”) teaching certificate. During the first two years on the job, new teachers are assessed in the areas of planning, instruction, management, and professional development. Once teachers pass this assessment and teach for a total of three years, they are awarded a “Type B” certificate and receive lifetime licensure to teach.

Teacher surveys collected by the Council for a Better Louisiana identified weaknesses in this method of preparation.² Teachers expressed a need for more substantive preparation in their content areas, earlier contact with K-12 students, more time engaged in teaching during field-based experiences, and more opportunities to work with diverse learners prior to student teaching. Lack of training in the integration of technology into the curriculum has also been cited as a weakness. A state technology survey, administered during 1997-98 to all nineteen teacher preparation programs in Louisiana, found that 88% of the universities reported that (at most) only a quarter of their undergraduate students integrated advanced technologies into their instruction as they taught children during field-based methods courses. The reason: almost two-thirds of the teacher preparation programs did not possess the necessary hardware/equipment to teach course content required to meet

¹ Nineteen public and private universities in Louisiana offer teacher preparation programs for undergraduates. All such institutions must undergo a state review and be approved by the Board of Elementary and Secondary Education before the state will certify program completers. The Board of Regents requires public universities offering teacher preparation programs to have NCATE accreditation. Recently (January 2000), a partnership was also formed between NCATE and the Board of Elementary and Secondary Education. All universities in Louisiana now undergo one joint review process for accreditation and state approval.

² The results of these surveys will be published by the the Council for a Better Louisiana Forum for Education Excellence in a report entitled *The Essential Profession: A Report on Teachers and Teaching in Louisiana*(Summer, 2000).

NCATE accreditation standards for technology, and three-fourths of the programs did not possess the necessary software to teach course content required to meet the NCATE technology standards.

Ironically, teachers indicated that many K-12 schools had more advanced technologies than the university teacher preparation programs. More recent feedback from university faculty after technological training funded by federal grants suggests the same need for better infrastructure.

A need also exists to improve the nature and activity of university/school partnerships so that students will learn from new teachers who have adequate knowledge of content standards. State data clearly show that every public and private university in Louisiana already has an extensive list of such partnerships. Closer examination nevertheless reveals a lack of campus-wide awareness of the existence of these partnerships and their potential for change. Lack of effective partnerships has led to a failure of correspondence between what teachers need to know in today's schools and what they are being taught in teacher preparation programs. This fact was documented in consortia meetings last year, where many university faculty became aware of the state's K-12 content standards for the first time. This surprising fact revealed the deeper problem that faculty in the arts and sciences rarely interact with faculty in the college of education or with practicing teachers. The kind of communication and interchange needed to instill new levels of subject content in school instruction was thus failing to take place, so concerted change for student benefit could not occur.

Problems in Teacher Retention. Of those teachers who become certified to teach in the state, approximately 33% do not accept positions in Louisiana's public schools. Data is not available to indicate whether they accept positions in private institutions, accept positions in other states, accept other job opportunities, or delay their entrance into the teaching profession. Of the new teachers who

do enter the profession, 16-22% leave public schools after their first two years of teaching. Low salaries are part of the problem. The average teacher salary in Louisiana for 1998-99 was \$32,232. The average beginning salary was \$24,373, or \$2,936 less than the Southern average. In recent years, the Louisiana legislature has supported pay increases more vigorously, but salary levels are always contingent on Louisiana's mercurial economic and budgetary conditions.

Survey data collected by the Council for a Better Louisiana also indicate that teachers cite unsupportive school environments as a major reason for leaving public schools and their students. Principals, teacher/mentor programs, and professional development opportunities are all identified as areas requiring reform. For example, although universities do not have total control over the environment in which their education graduates are placed, they do have control over the quality of the principals whom they prepare for school districts. A review of existing certification requirements and university courses for principals indicates that both are outdated and need to be redesigned to address the changing needs in today's schools.

Louisiana Department of Education survey data also suggest that teacher/mentor programs support new teachers insufficiently. Experienced mentors are assigned by principals to all new teachers through the Louisiana Teacher Assistance and Assessment Program for support during the first year of teaching. While the Louisiana Teacher Assistance and Assessment has helped new teachers and boosted Louisiana's teacher retention rates somewhat, new teachers and principals have indicated that mentor teachers spend a very limited amount of time with new teachers in their charge.

Beyond the first year of teaching, there is also little incentive to develop oneself professionally. Teachers work for a total of 180 days; of these, 175 are designated for student instruction and five (5)

for staff development. It is not mandatory for teachers to participate in professional development to maintain their licensure. Those who do participate in development activities sponsored by school districts report them to be limited in value. Some professional development is supported if additional certification is involved -- for example, tuition exemption funds are available to pay the cost of certifying in a teacher shortage area -- but the level of that additional education remains low. There is little incentive to aspire intellectually beyond this point; one measure of this lack is that the percentage of teachers in Louisiana obtaining graduate degrees has decreased each year, from 44.12% in 1991-92 to 39.83% in 1997-98. Louisiana has the lowest percentage of teachers in the South obtaining advanced degrees.

Some very effective professional development models do exist within the state, much to the benefit of teachers and students, but their effects are limited to certain subjects. For instance, more than six thousand Louisiana educators have participated in mathematics and science workshops provided through the Louisiana Systemic Initiatives Program (LaSIP) since 1991. LaSIP is a teacher-training program for math and science teachers that is supported by the National Science Foundation, the Board of Regents, and the Louisiana Board of Elementary and Secondary Education. Teachers trained by LaSIP instructors teach 300,000 students each year. Six years of testing fifth- and seventh-grade students (1993-1998) indicate that the students of LaSIP-trained teachers have outscored other students at each grade level tested. Scores are higher for LaSIP students regardless of ethnic or socioeconomic background, and LaSIP students who are African American generally have the greatest gains on the tests. LaSIP is thus a valuable model of professional development, but it needs to be replicated in other subject areas.

B. RECENT DEVELOPMENTS IN REFORM

Fortunately, reform of Louisiana's educational system has gained significant momentum from two recent and major shifts in educational policy. First, Governor Mike Foster has required that all K-12 schools attain clear performance levels in a ten-year period, effectively ending social promotion. Second, the Governor's Office, the Board of Regents, and the Board of Elementary and Secondary Education have all joined together to arrive at a comprehensive plan for school and teacher improvement. Planners have met with large numbers of higher education officials, school superintendents, teachers, and business/community leaders to hear them share their visions for change; new initiatives have gained their cooperative support.

Foremost in this cooperative alliance is the creation of the Blue Ribbon Commission for Teacher Quality, composed of thirty-one leaders from the state government (the Governor's Office, the Board of Regents, the Board of Elementary and Secondary Education, and the legislature), the state's universities (chancellors, provosts, deans, faculty, and teacher educators), school districts (superintendents, personnel directors, principals, and classroom teachers), and the public (business/community leaders). Three Teachers of the Year, representing Louisiana's three major teachers' organizations (the Louisiana Association of Educators, the Louisiana Federation of Teachers, and Associated Professional Educators of Louisiana), also serve on the Commission. The Commission began meeting in September, 1999 and was charged with recommending policies for developing a cohesive PK-16+ system to hold universities and school districts accountable for vigorously recruiting, preparing, supporting and retaining teachers who produce higher-achieving K-12 students.

To facilitate the planning and operation of the Commission, a Planning Committee was created in July, 1999. Composed of key state administrators representing the Governor, the Board of Regents, the Board of Elementary and Secondary Education, and the Council for a Better Louisiana (an influential non-partisan state business coalition), the Planning Committee has met regularly (and continues to meet) to develop materials and plans for Commission meetings.

National experts from the Southern Regional Education Board, the Education Commission of the States, the National Assessment Center, and other organizations have also advised the Commission this past year on effective teacher preparation in other states. Experts who implemented innovative programs in Texas and North Carolina met with the Commission to share lessons learned in deploying new approaches. Commission members reviewed summaries of existing research and examined relevant documents, including *Solving the Dilemmas of Teacher Supply, Demand, and Standards: How We Can Ensure a Competent, Caring, and Qualified Teacher for Every Child*, and *To Touch the Future: Transforming the Way Teachers Are Taught*. In addition, state data on teacher recruitment, preparation, and retention were compiled to assist the Commission in identifying clear needs.

With the future of Louisiana's children in mind, the Commission reached an important milestone with the initial design and testing of a Teacher Preparation Accountability System. This system measures competency levels before and after teachers enter the profession and will consequently institutionalize an incentive for university teacher education programs to meet high standards. It is noteworthy that the establishment of measures and standards for this accountability system was not a top-down affair. The

Commission recognized that lasting, large-scale reforms could only be accomplished when problems were addressed by a wide variety of educational and community leaders in a coordinated way.

Following this principle, the Commission convened two highly diverse consortia, the K-16+ Mathematics Consortium and the K-16+ English Language Arts Consortium, and has plans to form six more. These consortia brought together parents, K-12 teachers, and faculty from every public and private college of education and college of arts and sciences in the state to identify core knowledge that teachers must possess in their subject areas in order to teach K-12 state content standards, pass the PRAXIS examination, and meet NCATE accreditation requirements. Documents developed by the mathematics and English language arts consortia will be reviewed this summer by additional English and mathematics faculty at each university and by teachers. Their suggestions will be incorporated into a final report to be disseminated to university campuses this fall.

One other collaborative event following these consortia also deserves mention. A special forum for over 140 university presidents, chancellors, provosts, and deans from all nineteen public and private universities in the state was convened to discuss the Commission's drafted recommendations. This was the first time that key university leaders of this magnitude met in one place at one time to deliberate on the changes that needed to be made at all universities in order to prepare teachers more effectively. Again, this level of inclusiveness is evidence of the Commission's awareness that systemic reform efforts aimed at producing higher student achievement would not be successful unless a broad range of individuals in the system had a sense of ownership of recommended actions.

Grounded in this highly participatory process, the Blue Ribbon Commission's first set of recommendations was finalized on May 11, 2000. The report was endorsed by the Board of Regents

and the Board of Elementary and Secondary Education on May 25 of this year and a specific timetable was given for report recommendations, as the excerpt below shows:

The Board of Regents (BoR) and the Board of Elementary and Secondary Education (BESE) receive and endorse the FY 1999-2000 Report of the Blue Ribbon Commission on Teacher Quality.

1. *By August 10, 2000, the staff of the BoR and the staff of BESE shall submit to their respective boards an assessment of the likely impact on existing teacher education legislation, policy, and procedures should recommendations of the Commission report be implemented. These staff assessments shall be considered by each board at their respective August, 2000 meetings.*
2. *By September 10, 2000, the staff of the BoR and the staff of BESE shall submit to their respective boards a plan for teacher education reform activities which should be undertaken to revise current legislation, policy, and procedures, consistent with the intent of recommendations of the Commission. These staff plans shall be considered by each board at their respective September, 2000 meetings. At monthly meetings thereafter, the staff of the BoR and the staff of BESE shall report to their respective boards the progress of approved teacher education reform activities.*
3. *At the December, 2000 joint meeting of the BoR/BESE, the staffs of both boards shall present a joint progress report on teacher education reform activities underway and accomplished. At this same meeting, staffs of both boards shall present a joint recommendation for any additional teacher education reform activities needed to address outstanding problematic issues which cut across constitutional/legislative responsibilities of both boards.*

The joint Boards approved a total of sixty actions for implementation, making this a massive initiative.

For a detailed view of every recommendation and action, please see the Commission's full report online at www.regents.state.la.us/Academic/index.htm, or the first **Exhibit** below. Some actions involve changes in legislation, others create new budget lines. Implementation plans exist for all of them.

However, the nineteen actions specified in this proposal have a fragile status when it comes to funding:

they very much need external assistance as a catalyst so that initial success can be used to secure permanent in-state resources. We therefore make the following request.

C. REQUEST TO U.S. DEPARTMENT OF EDUCATION

The heart of Louisiana QUEST's initiative over the next three years is a set of subgrants to be given to universities for the purpose of forming partnership teams that will propose and implement redesigned programs for teacher preparation and alternate certification that focus intensely on student achievement. These grants will be carefully supervised for three years, and grantee programs will continue to be monitored and evaluated for the next five years as to their progress toward goals set by the state. The amount requested for these subgrants (\$2,345,000) constitutes the majority (67%) of the total amount requested.

The remainder of the request is to underwrite personnel and activities for implementation: the four support personnel who will be involved in directing, supervising and coordinating the project (\$413,177); the outside consultants, two of whom will be full-time, to guide, direct, and evaluate the project during the grant period (\$275,000); a Professional Development Conference to launch a crucial aspect of sustained improved teacher quality in the right manner (\$39,000); information dissemination and publicity on a national and state-wide basis to engender public awareness and encourage replicability of Louisiana's success (\$9,000); and the crucial services, supplies, travel, equipment, and other materials needed to implement the project over the next three years (\$387,772). The total amount requested for 2001-2004 is \$3,489,899.

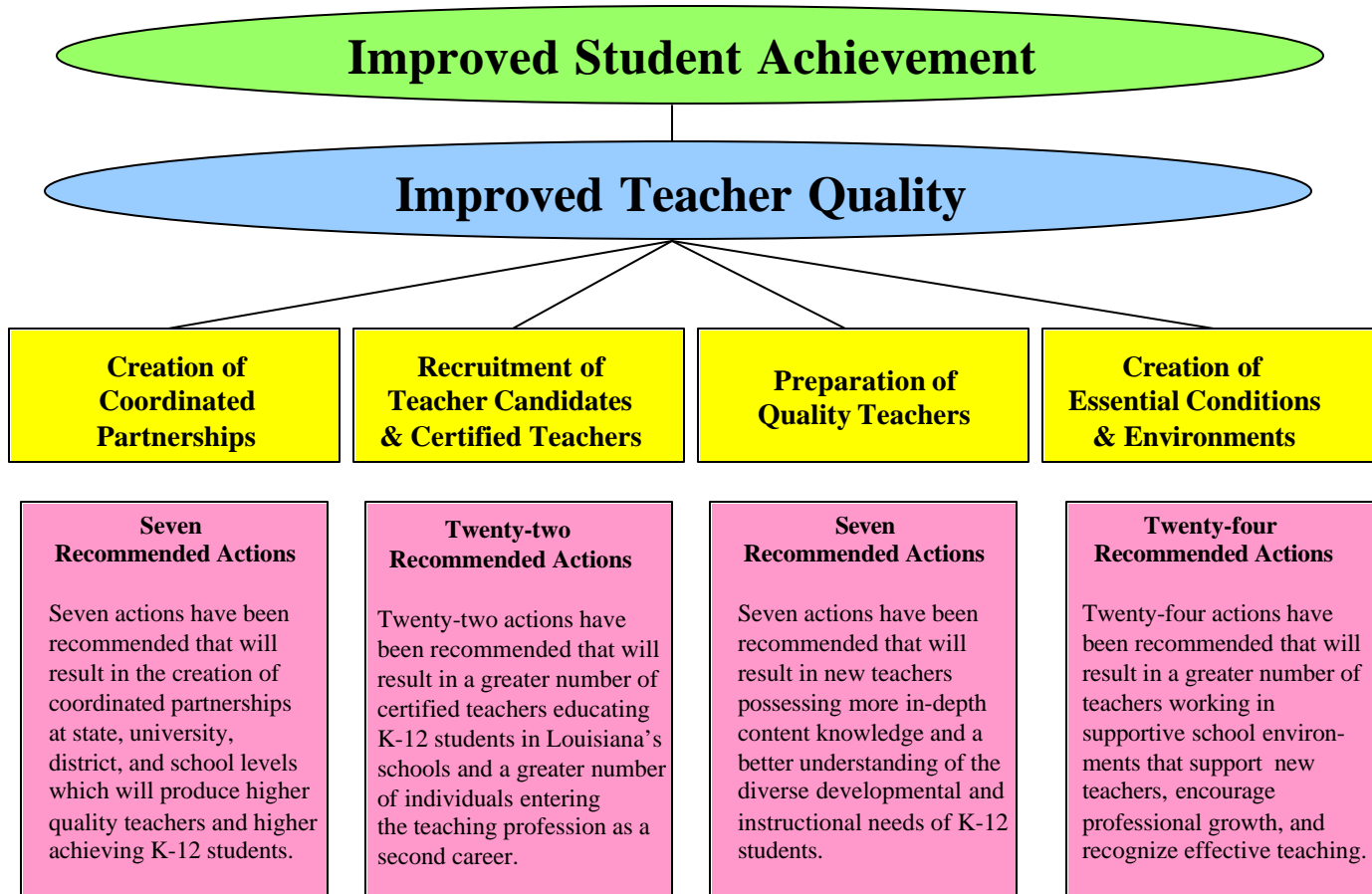
III. PROJECT DESIGN

A. OBJECTIVES

Students simply cannot thrive as learners if they are taught by poorly-prepared, poorly-remunerated, intellectually stagnant teachers who are certified (sometimes) by a disconnected, uncommunicative and complacent educational system. Therefore, this project's overall objective is to accomplish four things: 1) create coordinated partnerships, 2) recruit teacher candidates and certified teachers, 3) prepare quality teachers, and 4) create conditions essential to teacher retention. These objectives will be pursued as an integral, inseparable set. Individual boards will undertake specific actions to meet these objectives, but both boards will be held accountable for meeting the same overall outcomes. Specific plans for those actions will originate from university-school partnerships and from teacher preparation campuses. To determine success, the project will use Louisiana's ten-year goal for K-12 student achievement, which is part of Louisiana's K-12 School Accountability System. Please see the **Work Plan** and **Evaluation Plan** for more detail about the design of management and assessment.

First Objective: Create Coordinated Partnerships. The first objective of this project is to coordinate new and existing partnerships of state agencies, universities, and districts for improved teacher quality and student achievement. Success will result in improved communication between universities and schools and more coordinated efforts to place competent teachers in classrooms. The projected outcome is that by June, 2003, every single university, partner school and school of professional development will meet their performance

BLUE RIBBON COMMISSION ON TEACHER QUALITY RECOMMENDATIONS



targets for the Teacher Preparation Accountability System and K-12 School Accountability System.

The **Evaluation Plan** in this proposal states how this outcome will be measured.

The Blue Ribbon Commission's report includes seven different recommendations for promoting the creation of coordinated partnerships; four of these are addressed within this grant.

1. Commission Partnerships. The Blue Ribbon Commission on Teacher Quality will continue to meet during 2000-2001 to address issues of professional development and principal leadership. It will develop recommendations for creating 1) a system requiring all teachers under the new certification structure to participate in professional development for license renewal every five years, 2) a set of strategies for redesigning graduate programs in universities, and 3) a comprehensive system for recruiting, preparing, and retaining highly qualified principals and school district leaders.

To develop these recommendations, the Commission will work with three bodies: a Professional Development Consortium, a Principal Leadership Consortium, and a PK-16+ Commission. The Professional Development Consortium (composed of national board-certified teachers, Teachers of the Year, teachers from Louisiana's low-performing schools, principals, and parents) will help the Commission develop recommendations for ongoing professional development required for relicensure. The Principal Leadership Consortium (composed of principals, superintendents, and one faculty representative from every university principal leadership program) will help the Commission develop recommendations for recruiting, preparing and retaining principals. With this assistance, the Blue Ribbon Commission's final recommendations in these areas will be presented to the joint meeting of the Board of Regents and Board of Elementary and Secondary Education in

May, 2001. At this point, the role of the Blue Ribbon Commission will then be transferred to a smaller PK-16+ Commission, which, as a permanent entity, will monitor existing reform activities, identify other actions in need of implementation, and present its findings to the Board of Regents and Board of Elementary and Secondary Education for further action.

2. *University/School District Partnerships.* The Board of Regents will ask all university presidents/chancellors to create and chair a PK-16+ council on each campus. Creation of a PK-16+ council will be required for universities to continue offering teacher preparation programs, as these councils will identify problems facing school districts as they try to recruit qualified teachers. They will provide universities with feedback as the latter work to meet performance targets set by the Teacher Preparation Accountability System and as professional development schools and partner schools work to meet the targets of the K-12 School Accountability System. These highly-diverse councils will be composed of superintendents in the service area; regional service center directors; corporate partners; deans of the colleges of education, arts and sciences, and other colleges; principals of professional development schools; principals of partner schools (i.e., schools where pre-service teachers practice teaching prior to student teaching); and other leaders from K-12 schools.

3. *Partnerships to Create Content Standards for Teachers.* Six new PK-16+ consortia will be created to identify core knowledge that teachers must possess in order to teach the K-12 state content standards effectively, pass the PRAXIS examination, and address NCATE accreditation requirements in the respective subject areas. These will be consortia to address the areas of Mathematics (grades 9-12), Science, Social Studies, Arts, Early Childhood, and Learning Environment. The same model that was used during 1999-2000 with the K-16+ consortia in English

Language Arts and Mathematics (grades 1-8) will be used to identify participants and develop documents to help universities to redesign their teacher preparation programs.

4. Professional Development Schools. Universities will create professional development schools. Together, universities and these schools will share the responsibility for preparing new teachers, continuing to develop school and university faculty, supporting childrens learning, and supporting research directed at the improvement of teaching and learning. To foster the development of such schools, a yearly conference will be held to enable universities to interact with national experts.

Second Objective: Recruit Qualified and/or Certified Teachers. The second objective is to improve the recruitment of qualified and/or certified teachers, particularly in shortage areas. Success in addressing the second objective will result in greater exposure of K-12 students in critical subject areas to a greater quantity of qualified teachers. Our projected outcome is that by June, 2003, the percentage of certified teachers in the state will increase from 87% to 91%. (The state plans for this number to rise to 94% by June, 2005.) The **Evaluation Plan** states how the outcome will be measured.

The Blue Ribbon Commission's report includes twenty-two different recommendations for enhancing the recruitment of teacher candidates and certified teachers; five of these are addressed within this grant.

1. Implement a New Alternate Certification Structure. To remove existing impediments to alternate certification, a new alternate certification system in Louisiana called the Practitioner Teacher Program has been developed by the Blue Ribbon Commission on Teacher Quality. The program follows the North Carolina TEACH (Teachers of Excellence for All Children) program and the Teach

for America program as models. Universities, school districts, or private providers will be eligible to offer a Practitioner Teacher Program. Candidates for admission to the program will be considered if they have completed a bachelor's degree and pass the Pre-Professional Skills Test (in reading, writing, and mathematics) for the PRAXIS. (Candidates with graduate degrees will be exempted from this test.) Those admitted to the program must complete nine credit hours (or 135 contact hours) of instruction during the summer prior to the first year of teaching. All practitioner teachers will teach during the regular school year in the area(s) in which they are pursuing certification and participate in nine credit hours (or 135 contact hours) of seminars and supervised internship during the fall and spring. During this time, they will be observed, advised, and supported by the program provider, school-based mentors from the Louisiana Assistance and Assessment Program, and principals.

Practitioner teachers who complete the required course requirements (or equivalent contact hours) and demonstrate proficiency during their first year of teaching will obtain what is called a "Type B Professional License." Those who demonstrate weaknesses during the first year of teaching will be required to complete from one to twelve additional credit hours/equivalent contact hours within the next two years. If they then complete the Louisiana Assistance and Assessment Program and teach for three years, they will receive what is called a "Type C Professional License." The implementation of this program will require universities to redesign their existing alternate certification programs.

2. Create an Electronic Recruitment Center. Louisiana will develop an Electronic Recruitment Center modeled after the electronic network that South Carolina has developed to link certified teachers with job vacancies. The system will allow principals to post teacher vacancies online

and teachers to apply online for positions; it will also provide information on the state's certification process.

3. *Establish a Teacher Cadet Program.* To target high school students during their junior and senior years, a Teacher Cadet Program modeled after the South Carolina Teacher Cadet Program will be implemented within all regions of the state. Elective courses that introduce high school students to the teaching profession will be taught by teachers who have had special training in the delivery of the program.

4. *Develop Recruitment/Retention Models at the District Level.* In school districts that still have a high number of uncertified teachers, private business funds will be used to implement the New Teacher Project. The New Teacher Project will help district personnel identify effective strategies to recruit and place certified personnel. School districts that implement the New Teacher Project will serve as models for other school districts with critical shortages.

5. *Increase PRAXIS Passing Rate.* To help teachers who are already teaching but are still uncertified prepare for the PRAXIS examination or to pass exam sections that prevent them from being fully certified, universities, districts, and/or private providers will propose and implement innovative ways to help them.

Third Objective: Prepare Quality Teachers. The third objective is to prepare teachers who possess in-depth content knowledge and effective teaching skills. Success in addressing this objective will result in more K-12 students being exposed to effective teachers who possess the content knowledge and instructional expertise to teach students at varying developmental levels. The projected outcome is that by June, 2003, sixty-percent of the universities will earn "Quality" status when

evaluated by the state Teacher Preparation Accountability System. (The state expects 100% of the universities to attain “Quality” status by June 2005.) To achieve this objective, Louisiana will restructure regular certification and establish strict accountability procedures; in accordance with these changes, universities will redesign their teacher preparation programs completely. The **Evaluation Plan** states how the outcome will be measured.

The Blue Ribbon Commission’s report includes seven different recommendations for enhancing teacher preparation programs; four of these are addressed within this grant.

1. Restructure Regular Certification. The Blue Ribbon Commission on Teacher Quality examined Georgia’s certification system carefully and used it as a model for restructuring regular certification in Louisiana. The new structure allows teachers to develop deeper content knowledge in their teaching areas and a better understanding of appropriate instructional and behavioral techniques to address the development needs of the students they teach. Thus, instead of being certified in one of 110 possible ways for either grades 1-8 or 7-12, teachers will be certified in clearer categories that better reflect the demands of each age group, i.e., PK-2, 1-6, 4-8, and 7-12. Each of these levels will permit teachers to develop deeper and more developmentally-appropriate content knowledge.

Specific areas of focus include:

- *Grades PK-2:* Greater depth in early childhood development, early reading and language development, and early mathematical development.
- *Grades 1-6:* Greater depth in reading/language arts and mathematics.
- *Grades 4-8:* Greater depth in content. Teachers must select one of the following: (1) Two in-depth teaching areas (two minors) in two of the following content areas: mathematics,

- science, social studies, and English; or (2) Generic focus, which requires additional credit hours in mathematics, science, social studies, and English.
- *Grades 7-12:* Greater depth in content. Teachers must select a Primary Teacher Area (major) in a content subject area and a Secondary Teaching Area (minor) in another content subject area.

Restructured regular certification will also require all pre-service teachers to complete fifteen credit hours studying the learner and the learning environment, a focus that will address the areas of child/adolescent psychology, the learner with special needs, classroom organization/management, and multicultural education. For these hours, universities will be required to develop content and field-based experiences that focus on the grade levels that the teachers will be teaching (PK-2, 1-6, 4-8, and 7-12).

Two additional components of restructured certification are notable. First, the new certification program will provide universities greater flexibility in the use of credit hours, allowing them to embed these hours into courses that may be more content-specific and field-based. Restructured certification also gives universities flexible hours to give greater depth in content to pre-service teachers or to allow teachers to become certified in mild/moderate special education as well as grade-level certification.

The second notable component is that all teachers who meet certification requirements will be required to participate in ongoing professional development in order to renew their licenses every five years.

This will *eliminate* Louisiana's existing lifetime licensure structure for all new teachers. The result: students will no longer have to endure teachers who simply coast.

2. Establish a New Teacher Preparation Accountability System. The Blue Ribbon

Commission on Teacher Quality has developed a new Teacher Preparation Accountability System based on its careful study of Texas A & M University Regents= Initiative for Excellence in Education program, North Carolina=s Excellent Schools Act Standards for Teacher Preparation Programs, and Louisiana=s own K-12 School Accountability System. The crucial piece of this new system is the creation of *single composite scores* for universities. Called “Teacher Preparation Performance Scores,” these scores will be based upon a formula that examines how well teacher preparation programs at universities perform on each of seven performance indicators. These indicators examine how well program completers performed while in the teacher preparation program and during their first two years of teaching.

Furthermore, all universities will be expected to obtain a “University Performance Score” of 100 within a four-year time period and meet criteria established for “Quality” teacher preparation programs. Of course, NCATE accreditation and state program approval will still be required as conditions for universities to offer teacher preparation programs, but universities will also be rewarded when they achieve benchmark composite scores in the accountability system and face corrective actions from the Board of Regents and the Board of Elementary and Secondary Education if they fail to reach these marks. Moreover, criteria for “Quality” status will be raised every four years, and universities will be required to demonstrate greater growth in order to maintain “Quality” status.

3. Redesign Teacher Preparation Programs. To address new regular and alternate certification structures approved by the Board of Regents and the Board of Elementary and Secondary Education, all universities in the state will be required to redesign their teacher preparation programs.

Universities will first appoint redesign committees, combining faculty from the college of education, the college of arts and sciences, other colleges, and school district personnel. Redesign committees will be expected to examine documents produced by the PK-16+ consortia (see above) to determine if they are addressing core knowledge that teachers must possess in order to help their students. If they determine that core knowledge is not being addressed, decisions will be made to determine who will be responsible for ensuring that teachers acquire the necessary knowledge.

4. *Develop Technology Infrastructure for Support.* As universities redesign their programs, they must fully integrate technology into all parts of the curriculum. University presidents/chancellors will be responsible for providing teacher preparation programs with the necessary infrastructure to enable pre-service teachers to use technology prior to entry into school-based settings. In turn, school districts will be expected to provide partner schools with the necessary infrastructure for pre-service teachers to use technology while working with K-12 students.

Fourth Objective: Create Conditions Essential to Teacher Retention. The fourth objective is to create environments and conditions that support and retain highly effective pre-service teachers, new teachers, and experienced teachers. Success in addressing the fourth objective will result in high-quality teachers remaining in our children's classrooms. The projected outcome is that by June, 2003, the percentage of Louisiana public school teachers who remain in the teaching profession after their first three years of teaching will increase from 75% to 80%. (The state wants this number to increase to 85% by June 2005.) Since professional development will be required for relicensure, Louisiana will support teachers by creating professional development schools. The **Evaluation Plan** states how the outcome will be measured.

The Blue Ribbon Commission report includes twenty-four different recommendations for the creation of essential conditions and environments to promote teacher retention; six of these are addressed within this grant.

1. Support Induction of New Teachers. To support new teachers during their first and second years of teaching, university/district partners will propose and implement innovative approaches that can be used within a particular district. To broaden the number of children affected by newly-inducted teachers, successful projects will be expected to be replicated in additional school districts during the second and third years.

2. Develop Comprehensive Data System. The comprehensive data system which is to be developed as part of this project will provide universities, schools, and school districts with relevant data regarding retention. This data will be used to identify situations and circumstances which result in teachers leaving the system early. Corrective measures within both the educational process and the teaching environment will then be instituted to address these problems.

3. Support Ongoing Professional Development. Provisions for continuing professional development programs will be included in the new certification structure referred to above. Universities will be required to provide needed programs and coursework; university redesign grants will be used to accomplish these curricular reforms. New teachers will benefit from a more “user-friendly” certification/education system immediately. Teacher mentors involved in induction will be instructed in the best ways of addressing the concerns of new teachers. Veteran teachers will have opportunities to expand their skills.

4. *Develop Teacher Preparation Program Faculty.* All universities will provide faculty with the necessary professional development to deliver the redesigned curriculum effectively. Universities will support faculty involvement in content-specific seminars, workshops, and in other grant-sponsored professional development activities.

5. *Redesign Principal Education Programs.* In year one of the grant, the Blue Ribbon Commission will finalize recommendations to the Board of Elementary Education for new certification requirements for principals and to the Board of Regents for redesign of principal preparation programs. In years two and three, universities will apply for funding through redesign grants to accomplish these changes. It is expected that principals in the near future will be better prepared to assume critical leadership roles and alleviate situations which inhibit the effective instruction of students.

6. *Redesign Graduate Programs for Teachers and Principals.* In year one of the grant, the Blue Ribbon Commission will finalize recommendations to the Board of Regents for redesigning existing graduate programs for teachers and principals. In years two and three, universities will apply for funding through redesign grants to accomplish these changes. These redesigned programs should promote greater vitality within the profession.

B. IMPLEMENTATION STRATEGIES

Please refer to the **Workplan** and the **Budget Narrative** for project implementation strategies, including timelines, milestones/benchmarks, responsible parties, and funding.

IV. SIGNIFICANCE

The Use of Collaborative Partnerships to Assure Results. This project will be implemented through a highly evolved system of interdependent collaborative relationships between and

among state governmental agencies, state educational agencies, colleges and universities, school districts and their schools, parents, and the business community. This statewide web of coordination, as reflected in the membership of the Blue Ribbon Commission, is a truly unique feature of Louisiana QUEST, and in combination with the accountability benchmarks set for all schools and teacher preparation programs in the state, it ensures major, long-lasting change in the achievement levels of Louisiana's students.

Measurable Standards for Increased Academic Achievement of Teachers and Students.

Student performance is currently measured by the state with a series of required standardized tests; however, the nexus between student achievement and teacher quality/performance is unclear. The Teacher Preparation Accountability System proposed here will greatly clarify this nexus and make its clarity a permanent incentive in the engine of reform. This system will use outcome-based assessments of how well universities perform on key indicators – indicators which range from the percentage of teachers in a cohort who pass all areas of the PRAXIS examination to the mean score on surveys evaluating the preparation programs of individual teachers by their principals. Under the supervision of a national expert in program assessment, this powerful evaluative system will continue to be extended and refined, particularly with a view to incorporating measurable growth in the academic achievement of students in grades 4-8 as a performance indicator.

Institutionalization of Project. The Governor, the Board of Regents, and the Board of Elementary and Secondary Education have already identified teacher quality as a state priority. In the spring of 1999, the Governor, Board of Regents, and Board of Elementary and Secondary Education began planning reforms and focused their joint effort by producing a Teacher Quality Enhancement

grant proposal; the fate of the proposal made it clear that more concerted and dedicated planning was needed. Accordingly, the state hired a director to plan and implement teacher quality reforms full-time and installed this person in the capitol. Louisiana QUEST is further evidence that Louisiana's commitment is truly coordinated, concrete, and substantive.

First, this proposal is clearly built on a foundation of approved policy. On May 25, 2000, the Board of Elementary and Secondary Education and the Board of Regents jointly met and approved recommendations of the Blue Ribbon Commission. This action was taken fully recognizing that required actions will entail significant change within existing policy and procedures of both the Louisiana Department of Education and the Board of Regents. Second, both Boards have made significant, multi-year commitments in actual dollars to fund project initiatives beyond those proposed in this application. Third, the institutionalization of reform entities is also clear: although the Commission will complete its work next year, for example, it will be reconstituted during the summer of 2001, and a smaller PK-16+ Commission will then be formed to meet quarterly, permanently, to monitor the state's progress in implementing reforms and to present other actions worth pursuing to the Board of Regents and the Board of Elementary and Secondary Education.

The state's commitment to institutionalizing this project is also reflected in two dedicated positions at the highest administrative levels. First, the Board of Regents has created the new position of Associate Commissioner of Teacher Quality Initiatives, which will become operational on July 1, 2000. The person in this position will communicate directly with the Commissioner of Higher Education within the Board of Regents, work closely with universities, and supervise all activities pertaining to the

creation of quality teacher preparation programs, the teacher preparation accountability system, and the awarding of grants through funds provided by the legislature for innovative teacher quality proposals.

The Board of Elementary and Secondary Education has also approved in March, 2000 the reorganization of the Office of Teacher Quality within the Louisiana Department of Education and the expansion of the position of Assistant Superintendent of Quality Educators. It has appointed the latter to serve on the State Superintendent's Cabinet. The position now oversees all activities pertaining to teacher certification, teacher and principal leadership development, the Louisiana Teacher Assistance and Assessment Program, educational technology, and program approval of teacher preparation programs.

The Board of Regents and the Board of Elementary and Secondary Education have already selected two individuals who have demonstrated effective leadership to fill these two positions. A description of their qualifications can be found in the **Resources** section.

Replicability of Project. Various aspects of this project are unique and will assist other states as they work to develop their own mechanisms to improve the quality of teachers in their states, for the level of involvement and commitment required between and among disparate entities is not readily apparent elsewhere.

With regard to information dissemination, all documents produced as a result of this project will be made available to the public via the websites of the Louisiana Department of Education and the Board of Regents (as mentioned above, the Blue Ribbon Commission's Year One Report is available online now at www.regents.state.la.us/Academic/index.htm). In addition, all state data pertaining to teacher quality issues will also be provided on these websites for state and national use. All materials

used by the Commission will be posted on the websites, and the general public will be provided the opportunity to react and respond to all recommendations as they are being developed. The Governor, the President of the Board of Elementary and Secondary Education, and the Chair of the Board of Regents will hold a joint press conference once a year to report to the public the state's progress in meeting its overall education goals and the four objectives outlined in this project. All school districts and universities receiving grant funds will be required to use their websites to share information with other universities and districts about their redesign efforts and provide direct support to other universities and districts who wish to replicate their models.

With regard to the sharing of expertise, the State of Louisiana has gained immeasurably from the willingness of other states' education leaders to share the processes and results of their teacher education reform initiatives. It is incumbent upon Louisiana to evidence the same generosity to others which have yet to embark upon this significant venture. As such, the project staff will be made available without cost to assist other states' teacher education reform efforts. Attendance and presentations by these individuals at related national and regional conferences will be a common occurrence and articles for publication in national journals will be generated.

V. RESOURCES

Resource Commitments. Combined with grant monies, the commitments described below will be adequate to support the activities described in this proposal.

The Governor. The Governor's Office will provide two offices, furniture, and equipment necessary to house this project in the state capitol at a total cost of \$90,000. The proximity of the QUEST office to the seat of executive power in the State will send the Legislature and the public

the message that the Governor recognizes teacher quality as a state priority; it will also give the project greater visibility than placement elsewhere.

The Board of Regents. The Board of Regents is committing a total of \$1,840,209 of its own funds to implement this project. Dedicated funds from the Center for Innovative Teaching and Learning (a resource administered by the Board of Regents to support innovations in alternative certification and teaching projects for “at-risk” students) will afford staff and matching funds for subgrants programs. State general appropriations for professional services will be used to implement accountability and evaluation portions of the proposed project. The Regents are also investigating possibilities for additional funding through the Board of Regents’ Education Quality Support Fund (permanent trust fund of \$885 million, the interest of which is used to underwrite endowed chairs, award grants for research and development, purchase teaching equipment, and enhance educational programs).

Public and Private Universities. Public and private universities with teacher education programs will be required to provide up to \$1,635,000 in matching funds to qualify for Title II/ Board of Regents subgrants funds (e.g., 25% year one, 50% year two, and 75% year three). The total amount of subgrants fund that will become available for each university will not cover the full expense of teacher education redesign efforts; however, the funds will serve as a catalyst to cause every campus to reassess their teacher education programs. The Teacher Preparation Accountability System developed through this project will become the critical motivator for universities to allocate sufficient funds to support teacher preparation programs. Campus leaders will not want their universities to fail to meet required growth targets and risk receiving negative labels.

The Board of Elementary and Secondary Education. The Board of Elementary and Secondary Education will commit \$2,033,502 to this initiative. It has reallocated dedicated and general appropriations through the Office of Quality Educators to support staff, tuition exemptions for students enrolled in alternate certification pilot programs, PK-16+ partnership activities, and principal and school leadership activities.

The Council for a Better Louisiana. The Council for a Better Louisiana (a state business coalition) has demonstrated its support by making available \$180,000, through three \$60,000 grants, to be awarded one per year to help districts with severe problems in recruiting certified teachers.

Reasonableness of Budget. The **Budget** and **Budget Narrative** found in Sections A and B of ED Form 524 provide a comprehensive description of costs, including detailed rationales for expenditures.

In the development of the proposed budget, the following principles were followed:

1. That the State of Louisiana should provide for the majority of costs to be incurred by the project. This is evidenced by increasing amounts of state support each successive year of the budget.
2. That Federal funds should only be used to provide seed monies for new reform initiatives. Temporary federal funding permits the Board of Regents, the Board of Elementary and Secondary Education, and universities sufficient time to reallocate or to provide new permanent funding needed to support project initiatives after grant

monies have expired. It should be observed that the ratio of state support to federal support widens each successive year.

3. That the State should bear the burden of costs for permanent budget items and be willing to absorb all such costs by the end of the project term. Personnel positions, which represent the great majority of permanent future costs, are fully the State's responsibility by the end of year three.
4. That the state should commit the use of all available funds within existing budgets for project support. Even during a time of fiscal austerity in Louisiana, the will to make necessary sacrifices to afford this critical initiative is clearly present.

VI. MANAGEMENT PLAN

Management of Project. Please refer to the **Workplan** for more detail regarding the activities, responsibilities, timelines, milestones and measurable outcomes within the comprehensive management scheme defined below.

Administrative Structure. Louisiana QUEST will be administered through the Office of the Governor, but will involve the close cooperation of the Blue Ribbon Commission, Board of Regents and the Board of Elementary and Secondary Education. This collective responsibility is reflected by the fact that all QUEST personnel will function as staff for the Blue Ribbon Commission, while the project director and co-director will maintain their appointments as senior-level staff for the Board of Regents and the Board of Elementary and Secondary Education, respectively.

Project Personnel. Dr. Jeanne Burns will serve as the Project Director and be responsible for ensuring that all objectives are met during the three years of the grant. She will be located in the Office

of the Governor, which will house both the QUEST project and the Blue Ribbon Commission on Teacher Quality. She will be responsible for ensuring that the Governor is kept informed of all project activities. In addition, Dr. Burns will serve as Associate Commissioner for Teacher Quality Initiatives for the Board of Regents and will be held accountable for the state meeting project benchmarks for public and private universities and the Board of Regents. Dr. Burns will be responsible for bringing all new teacher quality procedure and policy changes before the Board of Regents for approval.

Dr. Carol Whelan will serve as Project Co-Director. As Assistant Superintendent for Quality Educators at the Louisiana Department of Education, she will be held accountable for the state meeting benchmarks required of districts, schools, and the Board of Elementary and Secondary Education. Dr. Whelan will be responsible for bringing all new teacher quality policy changes for districts before the Board of Elementary and Secondary Education for approval. Her office will be located in the Louisiana Department of Education.

Together, Dr. Burns and Dr. Whelan will direct the work of the Blue Ribbon Commission Planning Committee and will be held accountable for ensuring that all project benchmarks are met.

Mickey Pounders, Director of Teacher Standards, Assessment, and Certification for the Louisiana Department of Education, will work directly with Dr. Carol Whelan and oversee the staff that implements activities that directly impact district recruitment and retention. Mr. Pounders will also serve as a member of the Blue Ribbon Commission Planning Committee and will be actively involved in Commission planning decisions.

Dr. Stephen Scott, Coordinator for Program Review and Academic Projects at the Board of Regents, will work directly with Dr. Jeanne Burns and facilitate the process to award subgrants to

university-district partners and to review existing teacher education programs for coherence with evolving new standards. Dr. Scott will serve as a member of the Blue Ribbon Commission Planning Committee and be actively involved in Commission planning decisions.

Two new persons will be hired to develop an electronic recruitment center and create a common database to be shared by the Board of Regents and the Board of Elementary and Secondary Education. While both individuals will work for QUEST, they will be directly supervised by Dr. Whelan and have offices within the Louisiana Department of Education. These two individuals will be funded by the project for two years; at the beginning of the third year, positions within the Louisiana Department of Education will be realigned and become full-time.

External consultants. Four consultants will be hired to support the project. Dale Hair will facilitate all consortia meetings and create a professional development system for relicensure. Dr. Richard Hill will finalize the development of a valid and reliable Teacher Preparation Accountability System. Dr. Ann Byrd will train faculty and teachers to deliver the Teacher Cadet Program. Dr. Charles Myers will serve as external evaluator for project activities.

Subgrants Programs. Effective structures currently exist in Louisiana for the awarding of subgrants to universities/districts, as evidenced by operations of the federally-funded Louisiana Systemic Initiatives Program (LaSIP, mentioned above), the Louisiana Collaborative for Excellence in the Preparation of Teachers Program (the goal of which is to bring the state's preservice curricula for future K-12 science and mathematics teachers up to national standards), and the state-funded Board of Regents and Board of Elementary and Secondary Education Quality Support Funds. The Board of Regents also has an effective procedure for awarding subgrants to universities through the Center for

Innovative Teaching and Learning for alternate certification pilot projects and special projects aimed at addressing the special needs of at-risk students. The Board of Elementary and Secondary Education awards subgrants from the Louisiana Classroom-Based Technology Fund and the Louisiana Challenge Grant Fund to local school districts.

Similar to the aforementioned grants programs, subgrant programs proposed herein will adopt the following basic annual procedures:

1. A request for proposals for each subgrants program shall be formulated by staff. These guidelines shall require a rationale for proposed changes, identify how funds will be used to make required changes, propose a comprehensive plan for implementation, and provide for appropriate evaluation.
2. Requests for proposals shall be sent to all eligible universities.
3. Universities will submit proposals consistent with requirements of the requests for proposals. Significant matching funds will be required.
4. External consultants selected by the staff shall evaluate and recommend proposals for funding.
5. Consistent with recommendations of external consultants, the project shall award subgrants.
6. QUEST staff shall process grant awards and monitor project implementation. Periodic progress reports will be provided to the Blue Ribbon Commission, the Board of Regents, and the Board of Elementary and Secondary Education.

Consortia. The 1999-2000 model for composing and operating the PK-16+ English/Language Arts and Mathematics (grades 1-8) Consortia will be used during Fall 2000 to identify core knowledge for teachers in various content areas through newly formed PK-16+ consortia in early childhood, science, social studies, the arts, and mathematics (grades 9-12). The work of these content area consortia will be complemented by the work of the PK-16+ Learning Environment Consortia, which will identify core knowledge that teachers must possess to understand the varying developmental needs of students, work with diverse learners, and manage behavior in a classroom.

Two other consortia concerned with continuing education for teachers and principal preparation will be also be formed. The Professional Development Consortium will develop a professional development system for relicensure of new teachers. Dale Hair will assist this consortium in its deliberations. She will identify new forms of leadership opportunities for teachers within school environments and work with universities and districts to develop the infrastructure to implement professional development recommendations. The Principal Leadership Consortium will develop potential strategies to recruit, prepare, and retain new principals.

Affected parties (universities, school district, teachers, etc.) shall appoint individuals to serve on the various consortia. QUEST staff will be assigned organizational responsibilities for consortia operations. Each consortia shall deliberate extensively prior to making recommendations to the Blue Ribbon Commission. The Commission shall consider the consortia's recommendations and send their suggestions for required changes in existing policy/procedure to the Board of Regents and the Board of Elementary and Secondary Education. The two boards shall then act on recommendations. All of

these activities shall occur during year one, so that universities may begin redesigning courses during year two and implementing redesigned courses during year three.

Blue Ribbon Commission. QUEST staff will manage operations of the Blue Ribbon Commission. Federal funds from Goals 2000: Improving America's Schools Act will be used to support Commission meeting activities.

Related Board of Regents Activities. The indicators and formula for the Teacher Preparation Accountability System will be finalized by Fall 2000. Survey data will be collected by principals and teachers during Fall 2000. Data for the accountability system will be analyzed during January 2001, and University Performance Scores for the accountability system will be announced during April 2001. State and institutional report cards will be issued during April 2001. Performance of universities using the Teacher Preparation Accountability System will be reported to the public during years two and three.

Related Board of Elementary and Secondary of Education Activities. During year one, policies for new regular and alternate certification will be approved by the Board of Elementary and Secondary Education. The electronic recruitment center will be developed by a QUEST staff member hired by the project during year one. Principals and teachers will begin using the new system during year two.

Universities will be informed about the Teacher Cadet Program during year one and identify high schools to participate in the program. University faculty and high school teachers will be trained to deliver the Teacher Cadet Program during Spring 2001. Public universities will work with districts to

deliver the Teacher Cadet Program on high school campuses by Fall 2001. New sites for the Teacher Cadet Program will be implemented during year three.

Adequacy of Procedures to Provide Feedback. A strong evaluation plan has been developed to provide project staff, universities, and districts with feedback regarding progress being made to address the four major objectives in this project. Please refer to the **Evaluation Plan** before continuing with the narrative.

Teacher Preparation Accountability System. As noted in the Evaluation Plan, a national expert, Dr. Richard Hill, will assist the project in developing the final version of a reliable and valid Teacher Preparation Accountability System. Feedback from both the K-12 and the Teacher Preparation accountability systems will help the project monitor its effectiveness in accomplishing the project's first objective (the creation of coordinated partnerships). The Teacher Preparation Accountability System will also effectively determine whether 60% of the universities are changing and meeting the criteria to reach "Quality" status as specified in the outcome for the third objective, the preparation of quality teachers.

Common Database. Combined with the expansion of existing databases, the creation of a common database containing teacher education data from the Board of Regents and the Board of Elementary and Secondary Education will be of value to both districts and universities. As a result, universities and districts will be able to examine data that reflect certification needs in their particular districts and thus work from the same data when devising new strategies to produce certified teachers.

Report Cards. State and institutional report cards will be disseminated each

spring to provide universities, the public, and prospective students with accurate data on each teacher preparation program's strengths and weaknesses. This information will be useful to universities as they work to improve, and it will also serve potential teachers as they identify institutions providing the best education.

Project Evaluator. Finally, the project evaluator will provide quantitative and qualitative feedback regarding the success of the project in reaching benchmarks for individual activities and outcomes for the four major objectives. The evaluator will be sent all relevant materials concerning project initiatives prior to their implementation for comment. The evaluator will review progress reports from awarded subgrants to determine whether outcomes are consistent with project goals and objectives. Yearly, the evaluator will make an extended visit to Louisiana to interview project staff, principal investigators awarded, and affected state agencies. As a result of this assessment, the evaluator will issue an annual report to QUEST, the Blue Ribbon Commission, the Board of Regents, and the Board of Elementary and Secondary Education that presents relevant findings and recommendations for changes and/or refinements in project activities.

Qualifications of Key Personnel. Please refer to the **Vitae** for the following personnel for more detail.

Jeanne Marie Burns, Ph.D. (Project Director and Associate Commissioner for Teacher Quality Initiatives). Dr Burns' qualifications for directing this project are numerous. A distinguished professor with a doctorate in Curriculum and Instruction, she has published over a dozen refereed articles, book chapters, and technical documents, has presented her work at over eighty state, regional, national and international conferences, and has obtained over \$26 million in university, state, and federal

grants. Her teaching experience straddles both worlds of secondary and higher education, having taught for a decade in each. At the state level, Dr Burns has a proven track record; she has served as a consultant for the governor in facilitating many of the major educational reforms mentioned in this proposal. She has now been granted leave from her university to devote herself full-time to directing the activities of the Blue Ribbon Commission on Teacher Quality.

Carol Scott Whelan, Ph.D. (Assistant Superintendent, Office of Quality Educators). Dr Whelan's qualifications derive from her extensive supervisory experience in Louisiana education. A public educator who has taught and published for over twenty-eight years, she has been responsible for implementing over \$101 million in state and federal funds for many initiatives in educational technology. She has also developed and supervised a clearinghouse and research center for educational technology in the state.

Mickey Lane Pounders (Director, Division of Teacher Standards, Assessment, and Certification). Mickey Pounders has a M.Ed. in Elementary School Administration and has completed all coursework and general examinations for a Ph.D. in Education Administration and Supervision. He has had fourteen years of experience in K-12 education as teacher, assistant principal, and principal and five years of experience with the Louisiana Department of Education. His secondary-level experience is valuable to the project; so too is his extensive experience in overseeing all state certification in education, implementing the Teacher Assistance and Assessment Program, and approving university teacher preparation programs to certify teachers for the Louisiana Department of Education. He has been closely involved with the Blue Ribbon Commission Planning Committee and other forces for reform.

Stephen Charles Scott, Ph.D. (Coordinator for Program Review and Academic Projects).

Dr Scott's qualifications for administering subgrants for this project are more than adequate: working for the Board of Regents after earning a doctorate in Educational Leadership and Research and publishing several articles, he has directed and coordinated all efforts associated with the Center for Innovative Teaching and Learning, including developing requests for proposals for competitive state funds in higher education. He is also particularly well-suited to working with those subgrants applications proposing to strengthen teacher preparation in high-risk areas, having coordinated similar efforts in state colleges of education in areas targeted by COITAL (i.e., alternative certification and at-risk student populations).

VII. STATUTORY PROVISION/COMPETITIVE PREFERENCE

This proposal strongly appeals to two of the three statutory provision/competitive preferences. It implements powerful initiatives in the reform of state teacher licensure and certification requirements, and it gives teeth to innovative reforms that hold teacher preparation programs publicly accountable for their work.

Reform of State Teacher Certification and Licensure.

Strengthened Teacher Certification Programs. Teachers in Louisiana are currently certified for grades 1-8 and 7-12, and high school teachers are not required to complete a major or minor in the area(s) they are certified to teach. This project will require certification at grade levels PK-2, 1-6, 4-8, and 7-12, and each grade level range will have a special content-specific focus area. In addition, each grade range will require specialized instruction in "The Learner and the Learning Environment" to teach teachers how best to address the developmental and instructional needs of students at each level.

To identify the core knowledge necessary for teaching the state content standards, passing the PRAXIS, and meeting NCATE accreditation requirements, this project will incorporate the work of K-16+ consortia. The documents they produce will assist universities in redesigning curricula to develop new teacher preparation programs for the new PK-2, 1-6, 4-8, and 7-12 focused areas. Similarly, the products of a consortia focused on principal leadership training will be used to reconceptualize academic programs at universities. Redesigned university programs will fill existing gaps in teacher content knowledge. The redesigned curriculum will have greater relevance, since it will be developed by faculty across the university and district personnel.

This project will also provide the technology infrastructure for the changes, and it will ensure that faculty professional development will occur to help faculty develop the capacity to deliver the redesigned curriculum effectively. The project will also create professional development schools in which preservice teachers, university faculty, and school faculty create authentic learning environments where meaningful learning occurs for K-12 students, preservice teachers, school faculty, and university faculty.

Streamlined Alternate Certification System. This project will also create a new streamlined alternate certification system that will allow individuals who already possess required content knowledge to develop the necessary expertise needed to deliver the content and manage student behavior effectively. The new alternate certification structure requires coursework based upon the actual needs of the prospective teacher.

Periodic Licensure Renewal. At present, all teachers receive lifetime certification once they complete state-approved teacher preparation programs, pass the PRAXIS, pass the Louisiana Teacher

Assistance and Assessment Program during their first year of teaching, and teach for three years. The new certification and licensure structure will expand upon these requirements and require subsequent professional development for relicensure every five years. Through the work of the Professional Development Consortium and the Blue Ribbon Commission on Teacher Quality, this project will identify the most effective professional development structure for licensure and initiate implementation.

Teacher Preparation Accountability.

At present, all public universities are required to possess NCATE accreditation plus state approval, and all private universities must have state approval. Nevertheless, the processes for NCATE accreditation and state approval only address input and process variables rather than outputs. Although all universities currently meet these requirements for approval, a high percentage of program graduates from some institutions experience difficulty in passing the PRAXIS examinations, and new teachers indicate that universities are not preparing teachers to address current needs in schools.

The Teacher Preparation Accountability System to be implemented as part of this project will go beyond existing requirements and will allow the state to determine the effectiveness of program completers before and after they leave the university environment. The new system will calculate a University Performance Score for each university based upon the performance of the universities on a set of indicators. The indicators will examine preservice teacher growth while in the program, passage rate on the PRAXIS when exiting the program, teacher satisfaction of the program after teaching in the school for one year, and principal satisfaction of the program after new teacher employees have worked in a school for two years. Two additional indicators will record increases in the total number of program completers certified to teach and increases in the number of graduates in teacher shortage

areas. The indicators will be used to establish criteria for Quality teacher preparation programs (numerical value 100). Dr. Richard Hill will assist in developing and refining the formula for the model to insure that a reliable and valid system will be used to assess the quality of all teacher preparation programs in Louisiana.

All universities will be expected to demonstrate progress each year and reach “Quality” status within four years. Rewards or corrective actions will be assigned to universities according to the levels they attain. Universities that fail to reach an acceptable level while under corrective actions will lose state approval.

Results will be public. State and institutional report cards will also be issued annually to publicize University Performance Scores and performance on each of the indicators. This project’s accountability system will help potential teachers and school districts to identify teacher preparation programs that graduate the highest quality teachers.

VIII. POPULAR SUPPORT FOR REFORM

Once catalyzed, the reforms proposed in this document will have a fighting chance of success. Parents with an investment in Louisiana’s public schools have long had reason to despair that student achievement could ever improve because they know that students have been stultified by poorly-prepared teachers who are poorly supported. The state longs for change. The best expression of that longing came recently in an editorial (June 7, 2000) in the state’s leading newspaper, the *New Orleans Times-Picayune*. In it, the editors characterize student achievement as “the only real measure of success” in education and continue:

That’s why the state Board of Regents and the Board of Elementary and Secondary Education created the Blue Ribbon Commission on Teacher Quality, which began meeting last year. And

because the commission's bottom line is that teacher-preparation efforts should contribute to student achievement, many of the proposals it offers in its first annual report are exactly on target.

Everyone – from those working in the offices of Louisiana's capitol, state agencies, universities, and districts, to those in principals' offices, homes, and individual classroom seats – cannot agree more.

This proposal, seeking to catalyze and implement a significant part of a massive reform initiative, is built on popular participation and consensus.

BUDGET NARRATIVE

A. GRANT FUNDS - TITLE II

1. Personnel.

Clerical. One clerical person will be hired full time at a salary of \$33,000 year one, \$35,000 year two, and \$37,000 year three. A student worker will be hired at a yearly salary of \$7,500.

Electronic Recruitment Center Position. An individual who possesses expertise in data collection and web page design will be hired as a consultant to create and manage an electronic recruitment center for the state. The individual will work full-time, be paid a salary of \$60,000 for year one and \$61,800 (3% annual increase) for year two, and have an office within the Louisiana Department of Education. Through reallocation of existing positions, a permanent, state-funded position will be created within Office of Teacher Quality during year three for the person to manage the electronic recruitment center for the state.

Data Position. An individual who possesses expertise in data collection and statistical analysis of data will be hired to create a teacher quality database. The individual will merge data from the Board of Regents and the Board of Elementary and Secondary Education to create and organize the database. He/she will maintain public access to the database. The individual will be assigned an office within the Louisiana Department of Education and receive a salary of \$50,000 for year one and \$51,500 (3% annual increase) for year two of the project. Through reallocation of existing positions, a permanent state-funded position will be created within the Office of Teacher Quality of the Louisiana Department of Education for ongoing collection and dissemination of teacher quality data in year three and beyond.

2. Fringe Benefits. Fringe benefits are provided at 19% of salary for all full-time personnel.

3. Travel. For year one, mileage expenses (\$6,000) for twenty-four teachers to attend three consortia meetings in a central location in the state will be covered. For each year of the grant, travel expenses (\$4,000) incurred by the four key Title II project administrators to attend regional or national Title II meetings will be covered.

4. Equipment. Funds will be provided for year one to purchase three computers (3 @ \$3,000 = \$9,000), two printers (2 @ \$1000 = \$2,000), and a high quality color laser printer (\$4,000) for the clerical person, data consultant, and electronic recruitment center consultant. A laptop computer (\$4,000) will also be purchased for use by the Project Director and staff.

5. Supplies. For each year of the grant, \$8,000 will be needed to purchase general office supplies for the project office and for the consortia and Commission meetings.

6. Contractual.

Accountability Consultant. Dr. Richard K. Hill (Executive Director, The National Center for the Improvement of Educational Assessment) will assist the project in the development and implementation of a valid and reliable Teacher Preparation Accountability System. He will be paid \$35,000 in year one for initial design and implementation, and \$15,000 in year two to assist in refinement of the assessment model.

Professional Development Consultant. Dale Hair, Coordinator of the Louisiana Principal Internship Program at Southeastern Louisiana University and Distinguished Staff Developer of the National Staff Development Council, will act as Professional Development Consultant for Louisiana QUEST. She will facilitate all consortia meetings during year one and be responsible for formulating

Louisiana's new professional development system for teacher relicensure. She will be paid \$45,000 for each year of the grant.

Teacher Cadet Training Consultant. Ann Byrd (Program Director, South Carolina Teacher Cadet Program) will train university faculty and high school teachers to deliver the Teacher Cadet Program. She will also instruct Louisiana educators on how to provide this training to others in the future. She will be paid \$20,000 for year one, \$15,000 for year two, and \$10,000 for year three.

Professional Development Conference. Dr. Cindi Chance (Dean of the College of Education, University of Louisiana - Lafayette) will deliver a Professional Development School Conference each year of the grant. The conferences will help university-district partners successfully create and effectively manage professional development schools. Annually, \$13,000 will be required to cover expenses for five-member teams (composed of university and district partners) from nineteen universities to attend a three-day meeting. Expense will include costs for meeting space, speakers, bus to/from professional development schools, mailing/ advertisement, printing, three continental breakfasts, four coffee breaks, one reception, two meals, and miscellaneous expenditures.

Evaluator. Dr. Charles B. Myers, Professor of Education and Director of the Center for the Support of Professional Practice in Education at Peabody College of Vanderbilt University, has agreed to serve as the Louisiana QUEST evaluator. Dr. Myers is also Director of the Assessment Criteria Project for the National Council of Social Studies/National Council for Accreditation of Teacher Education. Dr. Myers is familiar with Louisiana's teacher education system, having served as a consultant to the Board of Regents' Center for Innovative Teaching and Learning. He has conducted

many other project evaluations at the state and national levels. It is anticipated that Dr. Myers will conduct ongoing evaluations of grant initiatives and issue periodic reports documenting his findings and making suggestions for improvements and/or refinements. He will be paid \$15,000 each year of the grant.

University-District Redesign Subgrants. University-district partners will receive subgrants for proposed projects that clearly demonstrate how Title II funds, combined with Board of Regents funds and matching monies from universities, will be used to redesign teacher preparation programs that result in quality teachers and higher achieving students.

During year one, universities will submit proposals which (1) demonstrate use of a PK-16+ Coordinator to spearhead redesign planning activities; and (2) clearly indicate how universities will redesign regular and alternate certification programs. Grant funds totaling \$555,000 will be awarded, and funded projects will operate from November, 2000, to July 1, 2001. During year two, university-district partners will submit proposals which include (1) initial professional development training for faculty to implement redesigned curricula; (2) collaborative plans for the creation of professional development schools; (3) collaborative plans for on-going support of new teachers; and (4) a redesign plan for principal preparation programs and advanced practitioner graduate programs, based on the recommendations of the Blue Ribbon Commission on Teacher Quality. Universities will be required to show how the PK-16+ Coordinator will continue to enhance collaboration within and across universities and districts. Grant funds totaling \$730,000 will be awarded, and funded projects will operate from July 1, 2001, to July 1, 2002. During year three, university-district partners will submit proposals which include (1) continued professional development training for faculty to implement

redesigned curricula; (2) collaborative plans for implementation of professional development schools; (3) fully developed strategies for teacher recruitment; (4) ongoing support for new teacher graduates; and (5) new courses designed specifically to service redesigned programs. Grant funds totaling \$920,000 will be awarded, and funded projects will operate from July 1, 2002, to July 1, 2003.

Innovative PRAXIS Subgrants. University-district partners will propose projects that provide assistance to teacher preparation program graduates who remain uncertified due to an inability to pass the PRAXIS. Two \$15,000 grants will be awarded for year one. If success is demonstrated, the two awarded projects may each apply for additional \$10,000 subgrants for years two and three to replicate their initiative in other high-need districts.

New Teacher Induction Subgrants. University-district partners will propose projects that create effective induction models for new teachers that can be implemented within school districts. Two, \$15,000 grants will be awarded for year one. If success is demonstrated, the two awarded projects may each apply for additional \$10,000 in years two and three to replicate their initiative in other districts.

Public Awareness. To assist universities and school districts in the implementation of reforms, \$10,000 per year grants for years one through three will be used to increase public awareness of the new alternate certification system.

7. Construction. Not applicable.

8. Other.

Telephone. An estimated \$4,000 will be needed each year of the project for telephone charges within the project office.

Postage. An estimated \$3,000 will be needed each year of the project.

Printing. An estimated \$3,000 will be needed each year of the project.

Copy Machine. An estimated \$3,000 will be needed each year of the project for rental and maintenance of a copy machine.

Meals. All meetings during year one will take place from 9:00 a.m. to 3:30 p.m. on scheduled dates. To enhance networking capacity and maximize work time, luncheon meals will be served at the meeting sites. Meal costs will be: Content Consortia (60 people \times 6 consortia \times 3 meetings for each consortium @ \$10 per person = \$10,800); Alternate Certification Planning Committee (30 individuals \times 3 meetings @ \$10 per person = \$900); and Professional Development Consortium (28 individuals \times 5 meetings @ \$10 per person = \$1,400).

12. Training Stipends.

Consortia Teacher Substitutes. Consortia meetings will be held during school days; thus, substitutes for twenty-four (24) teachers to attend three meetings will be \$5,000 for the first year.

Professional Development Consortium. All Professional Development Consortium meetings will be held on Saturdays during the first year; therefore, a stipend of \$100 a day will be paid for twenty-five (25) teachers to attend five meetings ($\$100 \times 25 \times 5 = \$12,500$).

B. MATCHING FUNDS

1. Personnel. The Board of Regents' Associate Commissioner for Teacher Education Initiatives (effective July 1, 2000), Dr. Jeanne Burns, will serve as Project Director and devote 75% of her time (\$62,250) directing the grant and overseeing implementation of activities involving both public and private universities. The State Assistant Superintendent of Teacher Quality, Dr. Carol Whelan, will

devote 50% of her time (\$37,250) overseeing the implementation of grant activities that involve the Louisiana Department of Education and school districts. The State Director of Certification, Dr. Mickey Pounders, will spend 50% of his time (\$33,750) facilitating activities that pertain to new certification structures and recruitment. The Board of Regents' Co-ordinator for Program Review and Academic Projects, Dr. Stephen Scott, will spend 20% of his time (\$10,400) overseeing the administration of all subgrants. Salaries for the BESE Electronic Recruitment Center (\$63,654) and Data (\$53,045) positions are not included until year three, when the State will assume all costs. Annual cost-of-living increases of 3% are provided.

2. Fringe Benefits. Fringe benefits will be 19% for all personnel. Fringe match for the BESE Electronic Recruitment Center and Data personnel are not included until year three, when the State will assume all costs.

3. Travel. Dr. Jeanne Burns and Dr. Carol Whelan will each be provided \$5,000 per year and Dr. Stephen Scott and Mr. Mickey Pounders will each be provided \$3,000 per year to travel within the state to districts and universities to implement grant activities. In addition, the funds will be used for travel to national meetings to acquire information about research-based best practices and to disseminate information about the project. Funds will be provided for all three years of the project.

4. Equipment. The Governor's Office will provide the Project Director with a computer (\$2,500), printer (\$500), scanner (\$500), telephone (\$200), digital camera (\$800), and projection device (\$5,500). The equipment will be available for all three years of the project.

5. Supplies. Not applicable.

6. Contractual

District Assistance Subgrants. The Council for a Better Louisiana will award one \$60,000 subgrants per year (for three years) to school districts with critical shortages of certified teachers. The subgrants will enable the implementation of innovative and effective recruitment and retention practices.

Alternate Certification Pilot Subgrants. The Board of Regents will provide \$493,992 for year one and \$240,000 for year two to implement nine pilot alternate certification projects within public universities. Funds decrease each year to ensure that universities institutionalize projects.

Experts for Meetings. The Board of Regents will provide \$10,000 per year to contract out-of-state experts to make special presentations and offer advice to Commission and consortia members.

Board of Regents University Redesign Funds. The Board of Regents will provide \$275,000 for year two and \$405,000 for year three to public universities for subgrants to redesign teacher preparation programs in universities. These funds will be combined with Title II funds and matching funds from the universities. See *Grant Funds Title II - #6* for a description of subgrants expectations. Award amounts will be based on the size of teacher preparation programs.

University Matches. The Board of Regents will require all universities to match the Title II and University Redesign funds. A 25% match will be required for year one (\$138,500), a 50% match for year two (\$502,500), and a 75% match for year three (\$993,750). During year one, all universities will be required to use their matching funds to provide faculty with travel funds to participate in state consortia meetings where core knowledge for the content areas will be identified. In addition, they are to use matching funds to provide teacher preparation programs with the necessary technology infrastructure (if lacking) for preservice teachers to integrate technology into the curriculum. If the infrastructure exists, they may use the matching funds for other purposes to support the redesign

activities. During years two and three, all universities will be required to use their matching funds for their technology infrastructure (if lacking), professional development of faculty to address the redesigned curriculum, implementation of plans for professional development schools, and other needs.

7. Construction. Not applicable.

8. Other.

Office Space and Furniture. The Office of the Governor will provide two offices (\$15,000) within the state capitol for the clerical person and the Project Director. The Governor's Office will also provide (\$5,000) desks, chairs, tables, filing cabinets, and bookcases for each office. These facilities/equipment will be made available through the duration of the project.

Meeting Rooms. The Board of Elementary and Secondary Education will provide meeting rooms for the six content consortia meetings (18 meetings @ \$100/meeting = \$1,800) and five Professional Development Consortium meetings (5 meetings @ \$100/meeting = \$500) at their conference center.

Data Collection for Teacher Preparation Accountability System. The Board of Regents will provide funds necessary to acquire data for the Teacher Preparation Accountability System. Costs include: contracting with the Educational Testing Service for PRAXIS data (\$5,000); printing of state reports (\$4,000); and collection of survey data from teachers and principals in K-12 schools (\$26,000).

Principal Leadership Consortia and Activities. The Board of Elementary and Secondary Education (BESE) will provide \$10,000 in year one for a consortium composed of university faculty (one per university), principals, and superintendents to assist the Blue Ribbon Commission in the

development of strategies to recruit, prepare, and retain quality principals more effectively. BESE will provide an additional \$167,373 for year two and \$174,122 for year three to implement recommendations of the Blue Ribbon Commission on Teacher Quality regarding internships for new principals and assistant principals which have been approved by BESE and the Board of Regents.

PK-16+ Partnership Activities. In years two (\$28,723) and three (\$57,413), the Board of Elementary and Secondary Education will provide funds to support activities of the PK-16+ Councils required of each university offering a teacher preparation program.

School Leadership Institutes and Academies for Aspiring Leaders. The Board of Elementary and Secondary Education will provide \$235,000 for both years two and three to implement recommendations of the Commission for development of leadership capabilities in educators.

12. Training Stipends. The Board of Elementary and Secondary Education will provide funds (\$400,000 year one; \$200,000 year two; \$100,000 year three) to afford tuition waivers for all uncertified teachers who participate in funded alternate certification pilot programs.

WORKPLAN

Louisiana's K-12 Education Goal:

All students in Louisiana will be actively engaged in learning and will perform at or above the State's Ten Year Goal as measured by the K-12 School Accountability System.

Indicators	10-Year Goal
<i>Criterion Reference Test – LEAP Tests Weight = 60%</i>	Average student score at BASIC
<i>Norm Reference Test – IOWA Tests Weight = 30%</i>	Average composite standard score corresponding to the 55 th percentile rank in the tested grade level
<i>Attendance Weight = 10%, K-6 Weight = 5%, 7-12</i>	95% (grades K-8) 93% (grades 9-12)
<i>Dropout Rate Weight = 5%, 7-12</i>	4% (grades 7-8) 8% (grades 9-12)

OBJECTIVE 1: To coordinate new and existing partnerships of state agencies, universities, and districts to work together for improved teacher quality and student achievement.

Activities	Benchmarks	Timelines	Responsible Party
1. Blue Ribbon Commission/PK-16+ Commission. Form a broad-based Commission to recommend policies for systemic change in teachers/principal preparation.	An active PK-16+ Commission will exist and meet on a regular basis.	September, 2000	BOR, BESE, state/district leaders, other partners
2. PK-16+ Councils. PK-16+ Councils chaired by university presidents/chancellors will develop strategies for universities, professional development schools, and partner schools to meet state performance targets.	All universities will have active PK-16+ Councils.	January, 2001	BOR, BESE, universities, districts, schools, other partners (business)
3. Professional Development Schools. Create professional development schools within all universities with teacher preparation programs.	All universities will establish Professional Development Schools.	August, 2001	BOR, BESE, universities, districts, and schools
4. PK-16+ Consortia. Create six consortia to identify core knowledge needed to teach the K-12 content standards, pass the PRAXIS examinations, and meet NCATE accreditation requirements.	Six consortia will identify core knowledge needed to effectively teach content areas.	December, 2000	BOR, BESE, universities, districts, and schools

OUTCOME: By June, 2003, 100% of the universities, partner schools, and professional development schools will meet their performance targets for the Teacher Preparation Accountability System and the K-12 School Accountability System.

MEASURE: Data collected from the state's Teacher Preparation Accountability System and K-12 School Accountability System.

OBJECTIVE 2: To improve recruitment of qualified and certified teachers, particularly in shortage areas.

Activities	Benchmarks	Timelines	Responsible Party
1. Alternate Certification. Create, promote, and implement a streamlined alternate certification system.	Number of teachers certified through alternate certification will increase from 478 to over 800/yr.	June, 2003	BESE, BOR, universities, districts, and schools
2. Electronic Recruitment Center. Create an electronic recruitment center.	All school districts will use Electronic Recruitment Center.	June, 2003	BESE, BOR, universities, districts, and schools
3. Teacher Cadet Program. Create Teacher Cadet Programs jointly supported by universities and high schools to recruit teacher candidates.	Public universities will support high school Teacher Cadet Programs in all regions of the state.	June, 2003	BESE, BOR, universities, districts, and schools
4. Recruitment Strategies for Districts With Critical Shortages. Provide assistance to districts with the most critical teacher shortages to develop and implement effective strategies to locate and hire certified teachers.	Five districts with the largest critical shortages will decrease percentages of uncertified teachers by one-half.	June, 2003	BESE, BOR, districts, and business partners
5. PRAXIS Assistance for Teachers With Temporary Certificates. Provide targeted assistance to teachers who are not certified due to an inability to pass the PRAXIS examination.	The number of new teachers who are not certified due to an inability to pass the PRAXIS will decrease from 2,487 to less than 1,000.	June, 2003	BOR, BESE, districts, and universities

OUTCOME: By June, 2003, the percentage of certified teachers in the state will increase from 87% to 91%.

MEASURE: Certification data collected by the Louisiana Department of Education.

OBJECTIVE 3: To prepare teachers who possess in-depth content knowledge and effective teaching skills.

Activities	Benchmarks	Timelines	Responsible Party
1. New Content-Focused Certification Structure. Create a new certification structure that allows teachers to develop the in-depth content knowledge and instructional expertise needed to teach grades PK-2, 1-6, 4-8, or 7-12.	All new teachers will complete teacher preparation programs that require a greater focus upon content knowledge and methodology appropriate for specific grade levels.	June, 2003	BESE, BOR, districts, and universities
2. Teacher Preparation Accountability System. Create a results-based accountability system that holds universities accountable for the success of their graduates.	All universities will be evaluated based upon a results-based state Teacher Accountability System.	April, 2001	BOR, BESE, universities, districts, and schools
3. Redesign of University Curriculum. Redesign university curricula to meet national, state, university, and district expectations for quality teachers.	All universities will have redesigned teacher preparation curricula.	June, 2003	BOR, BESE, universities, districts, and schools
4. Technology Infrastructure. Provide universities, professional development schools, and partner schools the necessary infrastructure and training to prepare new teachers to integrate technology into the curriculum.	The percentage of preservice teachers who integrate advanced technologies into instruction in school settings will increase from 25% to 100%.	June, 2003	BOR, BESE, universities, districts, and schools

OUTCOME: By June, 2003, 60% of the universities will have a “Quality” status when evaluated by the state Teacher Preparation Accountability System.

MEASURE: Data collected from the State’s Teacher Preparation Accountability System.

OBJECTIVE 4: To create environments and conditions that support and retain highly effective pre-service teachers, new teachers, experienced teachers, and principals.

Activities	Benchmarks	Timelines	Responsible Party
1. Induction of New Teachers. Provide greater support to new teachers during their first three years of teaching.	All universities and districts will provide ongoing support for new teachers during their first three years of teaching.	July, 2001	BESE, BOR, universities, districts, and schools
2. Data System. Develop a comprehensive teacher data system shared with universities and districts that provides critical information relative to teacher recruitment, quality, and retention.	A comprehensive data system that combines BOR and BESE data will be in operation.	January, 2001	BOR, BESE, universities, and schools
3. Professional Development System. Create and implement a system that requires all teachers under the new certification structure to participate in ongoing professional development for license renewal every five years. Provide existing certified teachers with opportunities to participate in the professional development activities.	The Louisiana Department of Education will implement a new professional development system for relicensure of all new teachers.	June, 2003	BESE, BOR, districts, universities, and schools

Activities	Benchmarks	Timelines	Responsible Party
4. University Faculty Professional Development. Provide university faculty with the necessary professional development to successfully deliver redesigned curricula.	All universities will provide targeted professional development to assist faculty in delivering redesigned curricula.	July, 2003	BOR, BESE, universities, districts, and schools
5. Recruitment, Preparation and Retention of Quality Principals. Develop and implement a comprehensive system to recruit, prepare, and retain highly qualified principals and district leaders.	The Blue Ribbon Commission will recommend to the Board of Regents and the Board of Elementary and Secondary Education strategies to recruit, prepare, and retain principals.	May, 2001	BESE, BOR, universities, districts, and schools
6. Graduate Programs for Teachers and Principals. Develop and implement strategies to redesign existing graduate programs within universities.	All universities will redesign their programs to prepare principals and administrators and initiate implementation of redesigned curricula..	June, 2003	BOR, BESE, universities, districts, and schools

OUTCOME: By June, 2003, the percentage of Louisiana public school teachers who remain within the teaching profession after their first three years of teaching will increase from 75% to 80%.

MEASURE: New teacher retention data collected by the Louisiana Department of Education.

EVALUATION PLAN

A. Overall Evaluation of the Project

1. Dr. Richard K. Hill, Executive Director, National Center for the Improvement of Educational Assessments, will assist in the creation and implementation of a valid and reliable outcome-based Teacher Preparation Accountability System to assess the quality of all nineteen teacher preparation programs in Louisiana. Dr. Hill has worked with states to address issues that affect educational assessment practices and accountability systems. The Center he directs helps to ensure that the design, development, and implementation of assessment programs are sound, technically defensible, and cost-effective. Dr. Hill has worked with Louisiana during the last two years to develop the K-12 School Accountability System and has a thorough understanding of assessment issues in Louisiana.

2. Dr. Charles Myers will serve as the program evaluator. Dr. Myers is a professor at Peabody College, Vanderbilt University, where he directs the Practice-Based Professional Improvement Project and the Assessment Criteria Project. He has served as an evaluator of other teacher reform projects for the Board of Regents. On an on-going basis, relevant materials and documentation concerning the project will be sent to Dr. Myers for his comments, suggestions, and refinements. Annually, he will conduct a comprehensive assessment of the project's progress, with specific emphasis on meeting benchmarks and accomplishing the four major objectives. Toward the close of the grant term, Dr. Myers will critically examine progress to date and provide a blueprint for next steps which need to be taken to further promote teacher reform and accompanying student achievement.

3. A full-time data consultant will be hired to merge separate teacher databases currently maintained by the Board of Regents and the Board of Elementary and Secondary Education. He/she will manage the system, seek ways to obtain other relevant data, and provide all affected parties with electronic access to the data.

B. Measures to Determine Success

Performance Assessment of K-12 Students. Data obtained from the new K-12 School Accountability System will be used to determine success in reaching the projected outcome for objective one (that 100% of professional development schools and partner schools will meet their performance targets). Implemented for grades K-8 in Fall 1999, this system is structured as follows. All K-8 schools have been given School Performance Scores based upon their students' achievement on the national Iowa Test of Basic Skills (NRT), the state's LEAP for the Twenty-First Century Test (CRT), attendance rate, and dropout rate. Schools have been given performance targets that must be met every two years. The current targets are one-fifth the distance from each school's current School Performance Score to the expected performance for the ten-year goal. Schools will receive monetary rewards if they meet their targets and corrective actions if they are labeled as "unacceptable" or fail to reach their targets. The accountability system for grades 9-12 will be implemented in Fall 2001. Clearly, true collaboration between universities and schools will be required for professional development schools and partner schools to reach their targets.

Assessment of Teacher Preparation Programs. The Blue Ribbon Commission on Teacher Quality has recommended a new state Teacher Preparation Accountability System for all public and private universities in Louisiana. This system will be used to measure the outcomes for objective one

(that 100% of the universities will meet their accountability targets) and for objective three (that 60% of the universities will attain “Quality” status). The final details for the system will be completed in Summer 2000 and the accountability system will be implemented in Spring 2001. This system is modeled after the K-12 School Accountability System and includes elements of similar systems in Texas and North Carolina.

All universities will be given University Performance Scores based on a set of indicators.

Indicators recommended by the Blue Ribbon Commission include:

- Development demonstrated by cohorts of preservice teachers from entrance into the teacher preparation program (PRAXIS: Pre-Professional Skills Test or ACT) to exit from the program (PRAXIS: Principles of Learning and Teaching). (*During undergraduate program*)
- Percentage of new teachers in each cohort who pass all areas of the PRAXIS for state certification. (*End of undergraduate program*)
- Evaluation by new teachers of their of their preparation programs: mean score on survey instrument. (*End of first year*)
- Principals’ evaluation of the teacher preparation programs as reflected in skills of new teachers: mean score on survey instrument. (*End of second year*)
- Number and percentage of regular and alternate certification teachers who graduate from teacher preparation programs and meet certification requirements in teacher shortage areas (mathematics, science, special education, and middle school).
- Total numbers and percentages of regular and alternate certification teachers who graduate from teacher preparation programs and meet certification requirements.

Criteria will be established for universities to be classified as a “Quality” teacher preparation program; all universities will be expected to reach the “Quality” status within four years (2005). Targets will be set for each university based upon its existing University Performance Score and the score for “Quality” status. In 2005, higher criteria will be established for “Quality” level, and universities will be expected to demonstrate continued improvement to maintain “Quality” status. Universities that demonstrate significant improvement or attain “Quality” status will be rewarded for their efforts, and universities that fail to demonstrate improvement or are rated as “Unacceptable” will undergo corrective actions. Failure to improve while in corrective actions will result in loss of state approval to offer a teacher preparation program.

The state will use its existing Teacher Assistance and Assessment Program to collect the survey data from new teachers and principals of new teachers. The state will contract directly with the Educational Testing Service to collect PRAXIS data. All other data is already available through state reporting procedures.

Assessment of Teacher Certification Rate. Schools report certification data to the state yearly. Current reporting procedures will be used to assess the projected outcome for objective two (that the percentage of certified teachers will increase from 87% to 91%).

Assessment of Teacher Retention Rate. The current state data system identifies the number of new teachers who continue to teach in the public school system after one, two, and three years of teaching. The existing state data system will be used to measure progress toward the projected outcome for objective four (that the percentage of Louisiana public school teachers retained after three years will increase from 75% to 80%). The current data system does not specify why teachers leave

the system. A new process will be developed for schools to electronically code the primary reason each teacher has left the public school system. This data will help the state and districts identify incentives to retain teachers.

C. Process to Provide Evaluation Feedback

Several steps will be taken to provide universities and districts with meaningful feedback. All outcome data as well as individual indicators for the Teacher Preparation Accountability System will be reported on a *State Report Card* issued by the state and *Institutional Report Cards* issued by individual universities. The first report cards will be issued in April, 2001. The report cards will serve as important incentives for PK-16+ Councils, redesign teams, individual colleges, and faculty to use available feedback to improve their programs. Report cards and the new accountability labeling system will assist potential teacher candidates in choosing where to enroll for their teacher preparation programs.

All state survey data gathered from principals and teachers will be summarized and results returned to individual universities. Both quantitative and qualitative data will be collected to assist PK-16+ Councils, universities, and districts in identifying areas in need of improvement. Universities and districts will be expected to use this data as they collaborate to redesign and implement their new teacher preparation programs.

All state certification and retention data will be broken down by individual school districts and by districts within the service areas of regional universities. This data will help PK-16+ Councils identify the content areas in which the greatest shortages exist in surrounding districts and monitor the effectiveness of universities in remedying those shortages.

The Board of Regents and the Board of Elementary and Secondary Education will provide universities, districts, and the public with electronic access to the project's data and other relevant state data on a state website, thereby affording greater information access than is currently available.

JOB DESCRIPTIONS OF KEY PERSONNEL

Implementation of this grant proposal requires the services of four key individuals - Dr. Jeanne Burns and Dr. Stephen Scott of the Board of Regents and Dr. Carol Whelan and Mr. Mickey Pounders of the Louisiana State Department of Education. All four individuals will devote a significant portion of their time to grant activities.

Jeanne Burns, Ph.D.

Coordinator of the Blue Ribbon Commission (July 1, 1999 - June 30, 2000)

Associate Commissioner for Teacher Education Initiatives, Board of Regents (Effective July 1, 2000)

Dr. Burns has been employed by the Office of the Governor, the State Department of Education, and the Board of Regents since July 1, 1999 as the full-time coordinator of the Blue Ribbon Commission. Effective July 1, 2000, Dr. Burns will assume the position of Associate Commissioner for Teacher Education Initiatives at the Board of Regents and have primary responsibility for teacher education initiatives, as listed below:

Dr. Burns will serve as co-director (with Dr. Carol Whelan) of the Blue Ribbon Commission during FY 2000 - 2001. As co-director, Dr. Burns will share responsibility for planning all commission meetings, identifying national experts to address the commission, identifying appropriate written materials for commission members, producing documents, and facilitating the activities of the commission.

Dr. Burns will serve as project director on this and other grant proposals to the U.S. Department of Education and other granting agencies. She will have the primary responsibility for preparation and submission of grant proposals and, if awarded, for ensuring that all grant activities are implemented and objectives met.

Dr. Burns will serve as director of the Center for Innovative Teaching and Learning which was established by the Louisiana Legislature and Board of Regents in 1997. The Center's mission is *"to improve K-12 teacher preparation programs in all disciplines, consistent with national standards, statewide education reform initiatives, and policies of the Board of Regents, the Board of Elementary and Secondary Education, and the Louisiana Department of Education."* The Center's grants over the past three years have focused upon strengthening teacher preparation programs in the areas of K-3 reading and mathematics and in implementing pilot alternate certification programs for persons currently teaching, but not certified. At its May 25, 2000 meeting, the Board of Regents authorized the staff to use funds allocated to the Center for Innovative Teaching and Learning to support implementation of recommendations of the Blue Ribbon Commission which are the responsibility of the Board of Regents.

Dr. Burns will also have primary responsibility for conducting program reviews in education and related disciplines and implementing curriculum/program recommendations of the Blue Ribbon Commission affecting colleges and universities, including bringing all related policy changes to the Board of Regents for approval.

Stephen Scott, Ph.D.

Coordinator of Program Review and Academic Projects
Division of Academic Affairs
Board of Regents

Dr. Scott's responsibilities in the Division of Academic Affairs include reviewing new and existing academic programs; assisting the Director of the Center for Innovative Teaching and Learning in administering the Center's \$1 million/year grants program; serving as staff liaison with the America READS program; serving as State Coordinator for the Academic Common Market; and monitoring degree program accreditation.

If Louisiana is awarded this grant, Dr. Scott will assist Dr. Burns in awarding subgrants to university-district partners and monitoring new and existing alternate certification pilot projects. Dr. Scott will serve as a member of the Blue Ribbon Commission Planning Committee and be actively involved in commission planning decisions.

Carol Scott Whelan, Ph.D.

Assistant Superintendent - Office of Quality Educators
Louisiana Department of Education

The role of the Assistant Superintendent for the Office of Quality Educators is to provide leadership, focus, and coordination of services and resources necessary to ensure that all students of Louisiana are served by qualified, certified, well-informed teachers and administrators in Louisiana classrooms, schools, and school districts. The Assistant Superintendent is responsible for the administration of three divisions: Teacher Certification and Assessment, Professional Development, and Educational Technology. Programs within this division include:

- National Board of Standards and Assessment
- Certification
- Higher Education (Pre Service and Continuing Education)
- Assessment and Mentoring for Beginning Teachers and Administrators
- Leadership Development for School Administrators
- Standards for Principals
- Innovative Professional Development
- Tuition Exemption
- Titles II and VI Administration
- Professional Development
- Design and Training
- Resource Coordination
- Educational Technology Classroom-Based Technology Fund
- Federal Technology Literacy Challenge Fund
- Department Web Site (<http://www.doe.state.la.us>)
- Electronic Curriculum Development/Making Connections (<http://www.lcet.doe.state.la.us/conn>)

Distance Education/Virtual Classroom/Compressed Video/etc.

Mickey L. Pounders

Director

Division of Teacher Standards, Assessment, and Certification

Louisiana Department of Education

The Division Director for Teacher Standards, Assessment, and Certification coordinates the overall planning and implementation of specific programs and activities related to standards for teachers, teacher preparation program approval, state licensure, and state level support for new teachers. The Division is divided into two sections: Professional Accountability and Certification/Higher Education. Within the Professional Accountability section, staff members are directly involved in the implementation of the Louisiana Teacher Assistance and Assessment Program which includes the assignment of experienced teacher mentors to every new teacher and the participation of every new teacher in the state assessment process. Within the Certification/Higher Education section, staff members assist both new and experienced teachers with state licensure matters, as well as periodic review and evaluation of institutions offering teacher preparation programs. Other related activities include support for both potential and experienced teachers through the Tuition Exemption for Paraprofessionals and National Board for Professional Teaching Standards programs.

The Division Director's responsibilities also include all administrative duties related to staffing, budgeting, program development and evaluation, and program revisions for effectiveness and efficiency. In addition to the program responsibilities identified, the Director serves as a key staff member within the agency for purposes of overall planning, coordination, and collaboration across all program areas.